

Amble Links First School – Y4 Literacy Yearly Overview – 2019-20

Year 4	Autumn		Spring			Summer	
	No Place Like Home		Amazing Amazon			Ancient Egypt	
Texts	Fiction Model Text: The old mill Pie Corbett Genre: suspense tale Focus: settings suspense	Non-fiction Model Text: Should Children Do Housework? Genre: discussion/debate	Fiction Model Text: The Canal Pie Corbett Genre: warning tale Focus: dialogue openings/endings	Poetry Model Text: The Magic Box – Kit Wright The Sound Collector – Roger McGough	Non-fiction Model Text: Unicorns – Pie Corbett Genre: non-chronological report	Fiction Model Text: The Time-slip necklace Genre: portal tale Focus: characterisation suspense	Non-fiction: Model Text: Tut in Murder Mystery Genre: recount: newspaper report
	Free writing week		Free writing week			Free writing week	
Spelling	RWI Y4 spelling programme prefix – mis/auto/inter <i>zhuh</i> spelt -sure short u sound spelt ou suffix – ly homophones Y3/4 word list		RWI Y4 spelling programme <i>ay</i> sound spelt – eigh, ei, ey -ous ending s sound spelt sc possessive apostrophes <i>zhun</i> – spelt –sion Y3/4 word list			RWI Y4 spelling programme adding il- & revise un-, in-, mis-, dis- c sound spelt –que/g sound spelt –gue adding ir- to words beginning with r suffix – ion Y3/4 word list	

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Grammar & punctuation	<p><u>Text structure</u></p> <p>Fiction: Secure use of planning tools: story map/story mountain/boxing-up grids Paragraphs: organise each part of a story to indicate a change in place or time</p> <p>Non-fiction: Secure use of planning tools: text map/ washing line/boxing-up grids Paragraphs: link information with a range of connectives/sentence signposts; logical organisation Ending should include personal opinion, response</p>	<p><u>Text structure</u></p> <p>Fiction: Develop 5 parts to story: introduction/ Build-up/ Problem/ resolution/ Ending Plan opening using: description/action/dialogue Clear distinction between resolution and ending. Ending to include reflection on events or the characters.</p> <p>Non-fiction: Paragraphs: organise around a theme; use of bullet points/diagrams Ending should include extra information</p>	<p><u>Text structure</u></p> <p>Fiction: Paragraphs: build in suspense writing to introduce the dilemma</p> <p>Non-fiction: Paragraphs: link information with a range of connectives/sentence signposts Ending should include question, warning</p>
	<p><u>Sentence Construction</u> Secure use of compound sentences (coordination): and/but/or/so/for/nor/yet Long sentences to enhance description Noun phrases Fronted adverbials Repetition to persuade</p>	<p><u>Sentence Construction</u> Develop use of complex sentences (subordination) Main and subordinate clauses with a range of subordinating conjunctions Start with a simile _ed clauses as starters e.g. Frightened, Tom ran straight home to avoid being caught. Dialogue – verb + adverb “Hello,” she <i>whispered, shyly</i></p>	<p><u>Sentence Construction</u> Short sentences to move events on quickly Expanded _ing clauses as starters e.g Grinning menacingly Sentence of 3 for action</p>
	<p><u>Word structure/language</u> Introduce prepositions: at, underneath, towards, beneath, beyond Proper nouns</p>	<p><u>Word structure/language</u> Conditionals: could, would, should Grammatical difference between plural and possessive s</p>	<p><u>Word structure/language</u> Comparative and superlative adjectives e.g small.....smaller.....smallest Standard English forms for verb inflections instead of local spoken (we were/ I did)</p>
	<p><u>Punctuation</u> Use of commas after fronted adverbials</p>	<p><u>Punctuation</u> Apostrophes to mark singular & plural possession Full punctuation for direct speech</p>	<p><u>Punctuation</u> Secure all punctuation for Y4</p>